

ANNIE BURNSIDE ELEMENTARY

7300 Patterson Rd.
Columbia, South Carolina 29209

GRADES K-5 Elementary School

ENROLLMENT 215 Students

PRINCIPAL Dr. Felecia Butler 803-783-5530

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	62	43	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

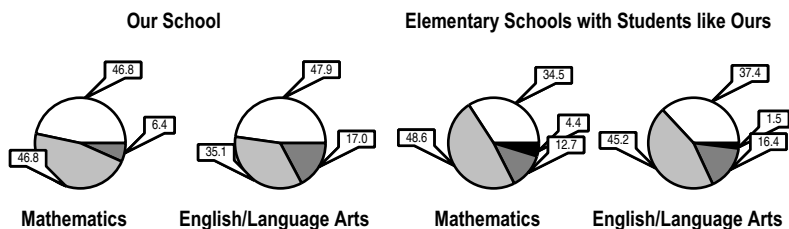
FOR MORE INFORMATION, VISIT WEBSITES AT:




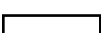
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	31	24
Percent satisfied with learning environment	85.0%	83.3%	78.3%
Percent satisfied with social and physical environment	90.0%	77.4%	56.5%
Percent satisfied with home-school relations	73.7%	87.1%	78.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	116	99.1	47.9	35.1	17.0	N/A	17.0	17.6
Gender								
Male	52	100.0	53.5	25.6	20.9	N/A	20.9	17.6
Female	64	98.4	43.1	43.1	13.7	N/A	13.7	17.6
Racial/Ethnic Group								
White	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	107	99.1	50.0	36.4	13.6	N/A	13.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	83	98.8	40.3	38.8	20.9	N/A	20.9	17.6
Disabled	33	100.0	66.7	25.9	7.4	N/A	7.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	116	99.1	47.9	35.1	17.0	N/A	17.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	116	99.1	43.0	38.4	18.6	N/A	18.6	17.6
Socio-Economic Status								
Subsidized meals	99	99.0	49.4	33.3	17.3	N/A	17.3	17.6
Full-pay meals	17	100.0	38.5	46.2	15.4	N/A	15.4	17.6

Mathematics								
All students	116	100.0	46.8	46.8	6.4	N/A	6.4	15.5
Gender								
Male	52	100.0	39.5	51.2	9.3	N/A	9.3	15.5
Female	64	100.0	52.9	43.1	3.9	N/A	3.9	15.5
Racial/Ethnic Group								
White	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	107	100.0	48.9	45.5	5.7	N/A	5.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	83	100.0	38.8	55.2	6.0	N/A	6.0	15.5
Disabled	33	100.0	66.7	25.9	7.4	N/A	7.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	116	100.0	46.8	46.8	6.4	N/A	6.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	116	100.0	43.0	50.0	7.0	N/A	7.0	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	48.1	45.7	6.2	N/A	6.2	15.5
Full-pay meals	17	100.0	38.5	53.8	7.7	N/A	7.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	38	N/A	51.6	38.7	9.7	N/A	9.7
	Grade 4	29	N/A	34.5	48.3	13.8	3.4	17.2
	Grade 5	35	N/A	31.3	62.5	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	32.0	36.0	32.0	N/A	32.0
	Grade 4	45	100.0	50.0	35.0	15.0	N/A	15.0
	Grade 5	38	97.4	58.6	34.5	6.9	N/A	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	38	N/A	71.0	25.8	N/A	3.2	3.2
	Grade 4	29	N/A	44.8	44.8	6.9	3.4	10.3
	Grade 5	35	N/A	50.0	46.9	3.1	N/A	3.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	40.0	52.0	8.0	N/A	8.0
	Grade 4	45	100.0	47.5	47.5	5.0	N/A	5.0
	Grade 5	38	100.0	51.7	41.4	6.9	N/A	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 215)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 4.1%	3.0%	2.4%
Attendance rate	94.1%	Down from 95.9%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.8%	Up from 1.6%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Down from 11.5%	8.4%	8.0%
Older than usual for grade	0.9%	Down from 1.9%	2.6%	1.1%
Suspended or expelled	0.9%	Down from 6.9%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	37.5%	Up from 36.0%	47.1%	50.0%
Continuing contract teachers	79.2%	Down from 80.0%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Up from 76.4%	82.0%	86.2%
Teacher attendance rate	94.1%	Up from 93.4%	94.9%	95.3%
Average teacher salary	\$40,763	Up 8.1%	\$39,015	\$39,909
Prof. development days/teacher	18.4 days	N/R	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.7 to 1	Up from 13.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	86.6%	Down from 88.2%	88.5%	89.7%
Dollars spent per pupil*	\$8,711	Up 6.4%	\$6,326	\$5,892
Percent spent on teacher salaries*	68.1%	No change	65.9%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	82.9%	Up from 32.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Burnside Elementary celebrated many accomplishments during the 2002-2003 school year.

This year we focused much of our attention on enhancing our understanding of and relationship with our students' families and supporting early intervention strategies. We began the year with a Sunday afternoon bus ride to the Starlite community and walked around and greeted parents and children. We are in our third year of using Breakthrough to Literacy program in child development and kindergarten. This year, first grade completed its second year of implementation, and we began year one at the second grade level. We invited child development through first-grade parents and students to join us in our first Early Childhood Literacy Day and took a field trip to the library and ate and played in the park. The kindergarten teachers also hosted Literacy Night for parents of their students. We continued our annual Dinner for Dad and Me and Mom and Me and added a spring Recognition Banquet to thank our outstanding parents, volunteers and mentors. We received television coverage for this event. Our school was also in the news as we celebrated the announcement of teacher specialist Peggy Makins as a 2003 Milkin Award winner.

Our students and teachers benefited from the following: Homework Center Grant, Retraining Grant, volunteers, and mentors. We hired consultants to work with teachers and students on site, and teachers attended off-campus workshops and conferences. Hired tutors and volunteers worked with targeted students in grades three through five. We culminated our tutorial efforts with a PACT Pep Rally for students in grades three through five. Parents were invited to celebrate with us.

Parent participation in ways that lead to academic success has been a challenge and requires significant encouragement. It required repeated attempts to get parents to come for Academic Plan meetings. We are constantly looking for ways to encourage our parents to become more actively involved in their children's learning.

Dr. Felicia Butler, Principal, Annie Burnside Elementary School.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.